ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 7/15/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED002064	N.A.	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): Human Relations Commission

5. TITLE OF DOCUMENT ABSTRACTED:

Pennsylvania's Affirmative Policy

6. PUBLICATION TITLE: Integrated Education Issue 10

7. EDITOR(S): Weinberg, Meyer

8. PLACE OF ORIGIN
ORG. Integrated Education Associates
ST. 343 S. Dearborn St. Chicago, Illinois
CITY, STATE
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
Integrated Education Associates
343 South Dearborn St., Chicago, Ill.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
II	57-59	June 1964	3

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☒ NO ☐

COPYRIGHT RELEASE FILED YES ☒ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (6-12)

integrated schools	colleges	equal opportunities		
elementary schools	open enrollment	adapted texts		
secondary schools	special zoning			
	teacher training			

17. ABSTRACT (MAX. 250 WORDS)

In part I, guidelines for fuller integration of the elementary and secondary public schools are given. The purposes of desegregation and improved quality education are interdependent and should be pursued simultaneously. Each school should enroll pupils from varied backgrounds by eliminating neghborhood schools, developing a system of three schools of four years each, using open enrollment, zoning for racial balance, improving old facilities, constructing such new facilities as educational parks, usimg school texts and materials which present a true picture of race relations, and using curricular and extracurricular activities which provide sharing experiences between pupils of varied backgrounds. Teachers should be trained in intercultural education, and boards of education should provide equal opportunities in teacher employment.

Part II is directed at institutions of higher learning. Every college and university should take affirmative steps to recruit both teachers and students of different races. They should strive to avoid discriminatory practices in dormitories and other housing facilities, in fraternities and other organizations, and in health, recreation, and placement services. Teacher training should include courses in human relations and intercultural education.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ED002064

21. Pulaski County (Little Rock, Arkansas) Metropolitan Area Planning Commission School Planning Project, *Standards for School Planning*, 1957.

22. Frank Riessman, *The Culturally Deprived Child*, (Harper & Brothers, 1962).

23. Patricia Cayo Sexton, *Education and Income: Inequalities In Our Public Schools*, (New York, The Viking Press, 1961).

PENNSYLVANIA'S AFFIRMATIVE INTEGRATION POLICY

Complete text of a statement, "Affirmative Action Policy on Education," adopted by the Pennsylvania Human Relations Commission and released on June 13, 1964 by Commission Chairman Harry Boyer.

PART I
GUIDELINES FOR FULLER INTEGATION OF THE ELEMENTARY AND SECONDARY PUBLIC SCHOOLS

The Commission endorses the goal of integration as essential to sound education and our democratic way of life.

The problem of educational institution policy and practice is how to involve minority group persons into complete membership in the student body and faculty. The problem is aggravated by de facto school segregation caused principally by discrimination in housing and by large numbers of Negroes living in segregated areas. The racial imbalance which results in many of the public schools of Pennsylvania from discrimination and de facto segregation makes difficult if not impossible the most effective antidote to discrimination, namely, person-to-person contacts across group lines between teachers and classmates from various racial, religious and nationality cultures.

Even when school segregation is the result of housing conditions and not because of deliberate discrimination, the Commission feels it necessary that affirmative steps must be taken by boards of public school districts to alleviate racial imbalance, regardless of its cause. Positive, corrective measures are often feasible and it is not justifiable for boards of public school districts to take refuge in the fact that the original condition of segregation is not of their making.

To help eliminate de facto segregation and to accelerate total integration, the boards of education of the public school districts throughout Pennsylvania should observe the following guidelines:

1. Every public school district must strive to foster desegregation and integration of schools and to improve the quality of school programs and teaching to the highest educational level. The purposes of desegregation and improved quality education are interdependent and must be pursued simultaneously. Efforts to achieve integration should never be conducted so as to diminish the quality of education. Educational improvement programs in public schools should include

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the elimination of overcrowding, plans for smaller classes, pre-primary programs for all children, special schools and programs for maladjusted and slow learning pupils, special educational enrichment programs for pupils disadvantaged by poor social and economic environment, and expanded and improved counseling, guidance and tutorial motivational programs for both pupils and their parents.

2. Each public school should enroll pupils from varied backgrounds to the fullest possible extent. Public school enrollment should be a part of a comprehensive plan for the entire school district rather than proceed in terms of local neighborhood interests.

3. Boundary lines within public school districts should be redrawn to effect integrated student bodies.

4. The erection, purchase, acquisition or use of buildings for public school purposes should be in areas which will promote integration.

5. Wherever possible, public school districts should attempt to utilize the Princeton Plan, the "4-4-4 Plan" or similar plan by which all pupils of the same grade are assigned to the same public school building or buildings.

6. Overcrowding in segregated public schools which results in short time schedules or part time school days should be eliminated by the assignment or transfer of pupils to underutilized schools, without requiring the consent of parents. Such assignment or transfer should be used to promote public school integration and not to perpetuate de facto segregation. Such transfers should not result in segregated public schools even where facilities are adequate.

7. Inadequate and outmoded public school buildings and physical facilities which are unsuitable for modern school operations either should be repaired and improved or closed, and pupils from such school buildings should be transferred to integrated schools with good educational facilities and in such manner as not to create islands of segregation in new locations.

8. Future public school development plans should give consideration to the educational park or complex concept, which consists of several school buildings located in one area and attended by all public school pupils in that area.

9. Complete integration of public schools requires the integration of faculties as well as pupils. Concentration of Negro teachers in public schools with a large percentage of Negro pupils should be avoided and the assignment of Negro teachers to public schools with a large percentage of white pupils should be encouraged.

10. Boards of public school districts which have never employed or which have employed only token numbers of Negro teachers should take affirmative action to seek applications from such teachers.

11. Boards of public school districts are encouraged to employ community relations experts as an integral part of their staffs.

12. State Teachers Colleges and other teacher training institutions should include courses in human relations and intercultural education. Similarly, in-service training for and staff orientation of public school teachers, guidance counselors, public school psychologists and other staff personnel should include such courses.

13. Public school textbooks and material which misrepresent or ignore the contributions of minority group people to our democratic society should be replaced with textbooks and materials which properly treat such matters.

14. All public school pupils should be involved in curricular and extracurricular activities which provide the greatest possible sharing of experiences among pupils of varied racial, religious and nationality backgrounds.

15. The busing of public school pupils at school expense should be encouraged as a means, but not as a permanent solution, to relieve overcrowded conditions and to discontinue

the use of outmoded and unsuitable school buildings.

Responsibility for ending segregation in the public schools rests upon boards of public school districts. The Pennsylvania Human Relations Commission has an obligation under law to take appropriate action wherever segregation exists and integration lags and will conduct periodic investigations to determine whether positive and effective steps are being taken to achieve these objectives.

PART II

AFFIRMATIVE ACTION POLICY RELATIVE TO COLLEGES AND OTHER EDUCATIONAL INSTITUTIONS

The Commission believes that post-secondary, vocational, trade and other schools of higher learning have an affirmative duty to enroll applicants from varied racial, religious and nationality backgrounds. The Pennsylvania Human Relations Commission issues the following affirmative action policy as guidelines for such educational facilities:

1. Every college and university should take affirmative steps to recruit qualified applicants from minority groups for student admission and faculty positions by soliciting such applications publicly.

2. Teacher training colleges should make special efforts to place non-white as well as white graduates as teachers and staff members in educational institutions.

3. Teacher training colleges should include as an integral part of the curriculum, courses in human relations and intercultural education.

4. Schools in this category should encourage and promote curicular and extracurricular activities to involve the greatest possible sharing of experiences among students of varied racial, religious and nationality backgrounds.

5. Every college and university should take affirmative steps to require fraternities and other student organizations to accept students without regard to their race, religion or national origin unless such student organization is founded for the express purpose of assisting or ministering to students of a particular religion.

6. Dormitories and other housing and boarding facilities operated by schools in this category shall be administered without discrimination; and schools in such category shall require that private housing accommodations be available to all students without discrimination on account of race, religion or national origin.

7. In schools of this category, health, recreational, placement and other school-related services and facilities shall be available to all students without discrimination on account of race, religion or national origin.

> Freedom for protesting Negro Americans means a complete casting off of the inferior role of 'Negro'; it means the cessation of all of the disabilities traditionally placed upon black skin by American society. It means the stifling of self-hatred. Freedom also means an end to claims of white superiority, to dire poverty, to the social conditions permitting inflated rates of disease and inadequate medical care, low intelligence test scores and heightened crime rates. Freedom means, in short, the right to participate fully in American society with the dollars and dignity of other Americans.
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> —Thomas F. Pettigrew, *A Profile of the Negro American*